



Rawlinson Road Middle

2631 W. Main Street

Rock Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	766 Students	
Principal	Jean R. Dickson	803-981-1500
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

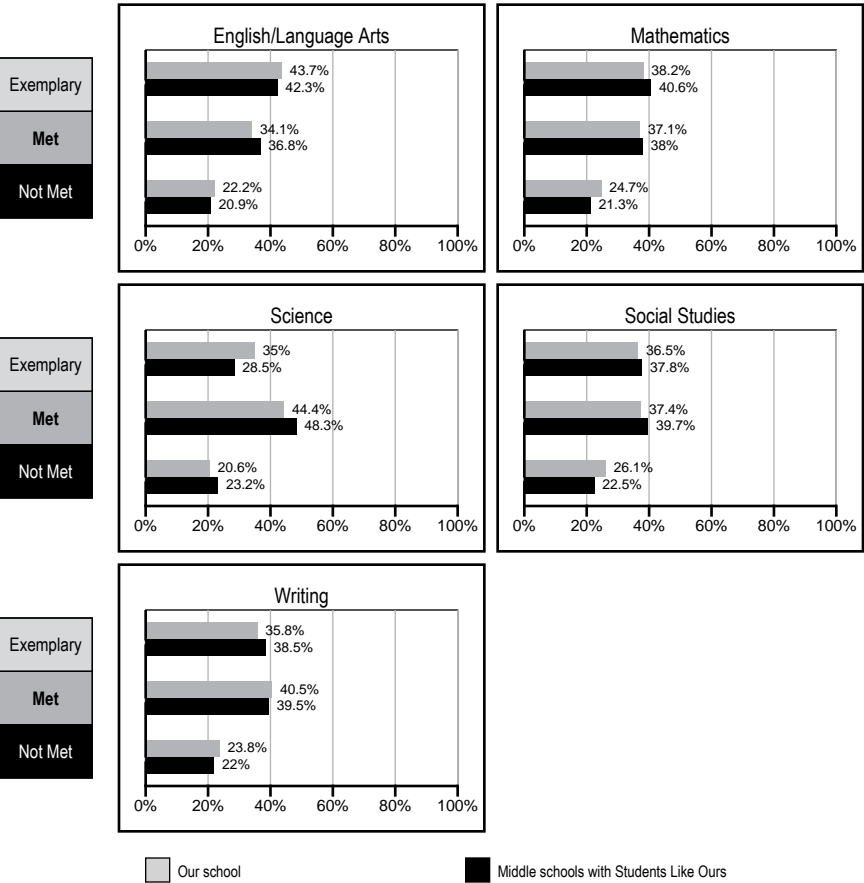
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	20	7	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.1%	99.2%
English 1	92.7%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	94.8%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=766)				
Students enrolled in high school credit courses (grades 7 & 8)	38.8%	Up from 28.3%	34.2%	21.6%
Retention rate	0.7%	Up from 0.6%	1.1%	1.2%
Attendance rate	96.9%	Down from 97.0%	96.3%	95.9%
Eligible for gifted and talented	20.6%	Up from 16.7%	24.7%	14.8%
With disabilities other than speech	16.2%	Up from 13.0%	10.3%	12.6%
Older than usual for grade	1.4%	Up from 0.9%	1.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.7%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	56.4%	Down from 58.7%	57.8%	56.9%
Continuing contract teachers	78.2%	Down from 81.0%	78.2%	72.7%
Teachers with emergency or provisional certificates	5.7%	Up from 3.5%	4.1%	5.3%
Teachers returning from previous year	86.9%	Down from 90.9%	85.2%	82.9%
Teacher attendance rate	92.9%	Down from 96.5%	95.1%	95.2%
Average teacher salary*	\$49,472	Up 3.3%	\$48,657	\$46,599
Professional development days/teacher	8.6 days	Down from 11.5 days	10.9 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	3.0
Student-teacher ratio in core subjects	11.5 to 1	Down from 14.2 to 1	21.7 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 92.8%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	93.3%	Down from 95.1%	97.0%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,820	Up 1.1%	\$7,186	\$7,645
Percent of expenditures for instruction**	67.7%	Up from 64.9%	65.6%	63.4%
Percent of expenditures for teacher salaries**	65.1%	Up from 62.6%	60.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Rawlinson Road Middle School (RRMS) continues to be committed to ensuring the development of the unique potential of each student. Our goal is to develop our students as lifelong learners through a comprehensive and challenging education program that embraces engaging, meaningful practices. Our team structure of the core academics creates small learning communities for our students. Our exceptional fine arts and athletic programs continue to provide opportunities for our students to showcase their intelligence and skills in all areas.

Our school continues to address our achievement gap goals developed through our participation in the Making Middle Grades Work initiative and our School Improvement Plans. Our faculty is involved in continuous professional development to ensure that our students are engaged in their instruction. Our teachers continue to use the Working on the Work framework to guide their classroom instruction. They created content area curriculum maps and units of study using the Understanding by Design framework. The strategies applied in these programs are integrated into learner plans designed for our students. Collaborative planning for instruction both at the team level and grade level continuously takes place to maximize student learning. RRMS has also been working with the Urban Learning and Leadership group to guide us in instructional planning, with a focus on student learning and engagement. This year, we implemented an enrichment period into our day in which our students receive academic support based upon MAP testing results, allowing us to identify and address the academic needs of our students.

Compass Learning, a computer based tutorial program integrated with MAP testing, provides instructional lessons based upon each child's MAP testing results, adding an additional layer of academic reinforcement and instruction. The Renzulli computer program allows our students to choose research topics of interest and complete projects in those areas, enhancing student learning. By this summer, all of our teachers will have Promethean boards installed in their classrooms to enhance their instruction through the use of technology. Additionally, security cameras were installed throughout the building to further provide for the safety of our students.

We have added to our athletic facilities, between our football field/track and softball field, a much needed building that houses a concession area, restrooms, and storage. This summer, the conversion of a classroom into a science laboratory will begin.

RRMS students, staff and community participated in service learning and charity projects this year. Our school raised over \$5,000 for Pennies for Patients. We also participated in our district's Back the Pack food drive, Christmas charities, and Special Olympics, to name a few. Our SIC and PTO continue to support our efforts at RRMS through volunteer hours and fundraising, ensuring that our school meets the needs of our students, teachers, and community.

Jean Dickson, Principal
Howard Wright, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	232	161
Percent satisfied with learning environment	98.0%	74.7%	83.8%
Percent satisfied with social and physical environment	98.0%	78.6%	85.4%
Percent satisfied with school-home relations	91.8%	82.6%	76.9%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	758	99.9	22.7	35.3	42	84.4	85.2	82.8	Yes	Yes
Gender										
Male	419	100	23.9	36.2	39.8	83.8	82	79.3	N/A	N/A
Female	339	99.7	21.3	34.1	44.5	85.1	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	414	100	9	32.8	58.2	94.5	92.4	89.5	Yes	Yes
African American	306	99.7	43	36.2	20.8	68.8	74.5	73.7	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	92.5	92.3	I/S	I/S
Hispanic	22	100	30	50	20	85	80.4	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	125	100	67.3	24.8	8	46	57.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	25	56.3	18.8	87.5	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	299	99.7	42.8	40.2	17	69.4	76.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	758	99.9	25.9	39.5	34.6	82	82.8	78.9	Yes	Yes
Gender										
Male	419	100	27.8	40.4	31.9	79.9	80	77	N/A	N/A
Female	339	99.7	23.8	38.4	37.8	84.5	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	414	100	11.4	37.6	51	92.5	91.5	87.2	Yes	Yes
African American	306	99.7	47	41.6	11.5	65.9	68.6	66.7	Yes	Yes
Asian/Pacific Islander	12	100	16.7	41.7	41.7	91.7	98	93	I/S	I/S
Hispanic	22	100	30	40	30	90	80.2	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	125	100	69	26.5	4.4	39.8	50.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	43.8	31.3	25	81.3	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	299	99.7	46.1	41.7	12.2	68.3	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	495	99.2	19.7	45	35.3	80.3	71	67.5
Gender								
Male	273	99.3	18.8	44.4	36.8	81.2	70.2	67
Female	222	99.1	20.8	45.8	33.5	79.2	71.8	68
Racial/Ethnic Group								
White	268	99.3	7.4	41.2	51.4	92.6	83.9	79.5
African American	204	99	38.5	47.8	13.7	61.5	50.7	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	11	100	18.2	63.6	18.2	81.8	62.8	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	79	100	50	41.4	8.6	50	39.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	195	99.5	36.6	50.9	12.6	63.4	55.1	55.1

Social Studies

All Students	496	100	26.1	37.4	36.5	73.9	76.4	72.3
Gender								
Male	272	100	24.8	32.4	42.8	75.2	75.6	71.5
Female	224	100	27.5	43.1	29.4	72.5	77.3	73.2
Racial/Ethnic Group								
White	267	100	10.5	37.6	51.9	89.5	84.9	80.7
African American	207	100	47.1	37	15.9	52.9	62.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	15	100	28.6	42.9	28.6	71.4	75.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	88	100	67.5	20.8	11.7	32.5	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75	67.9
Socio-Economic Status								
Subsided meals	205	100	47.8	38.6	13.6	52.2	64.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	759	99	23.5	40.6	35.9	76.5	73.1	70.2	96.9	96.7
Gender										
Male	420	98.6	26.7	44.5	28.8	73.3	65.9	63.2	96.8	96.6
Female	339	99.4	19.8	35.9	44.4	80.2	80.9	77.5	97	96.8
Racial/Ethnic Group										
White	413	99.3	10.4	39.3	50.2	89.6	82.5	79.1	97.4	96.6
African American	309	98.4	42.3	41.2	16.5	57.7	59.2	57.6	96.3	96.8
Asian/Pacific Islander	12	100	8.3	50	41.7	91.7	88.3	86.2	96.5	97.3
Hispanic	21	100	30	45	25	70	65.7	62.6	97.7	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	60.7	68.7	96.1	95.2
Disability Status										
Disabled	122	96.7	69.6	27.7	2.7	30.4	30.2	26.1	96.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	17	100	37.5	50	12.5	62.5	63	61.2	97	96.6
Socio-Economic Status										
Subsidized meals	304	98	42.6	41.9	15.5	57.4	59.5	58.9	95.8	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	224	100	22.5	28.6	48.8	77.5
	7	234	100	24.5	34.3	41.2	75.5
	8	300	99.7	21.5	41	37.5	78.5

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	224	100	23	36.2	40.8	77
	7	234	100	22.7	37	40.3	77.3
	8	300	99.7	30.6	43.8	25.7	69.4

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	111	99.1	26.2	54.2	19.6	73.8
	7	234	100	15.7	42.6	41.7	84.3
	8	150	98	20.9	41.7	37.4	79.1

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	113	100	20.8	49.1	30.2	79.2
	7	234	100	30.6	28.2	41.2	69.4
	8	149	100	23.3	42.5	34.2	76.7

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	224	99.1	28.5	39.3	32.2	71.5
	7	233	99.6	18.3	39.9	41.7	81.7
	8	302	98.3	23.8	42.1	34.1	76.2

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample